U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Lisa Marie Morgan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harrison Elementary School
(As it should appear in the official records)

School Mailing Address 1515 Oak St
(If address is P.O. Box, also include street address.)

City Brainerd State MN Zip Code+4 (9 digits total) 56401-3850

County Crow Wing County State School Code Number*

Telephone 218-454-6500 Fax 218-454-6501

Web site/URL http://harrison.isd181.org E-mail lisa.morgan@isd181.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Steve Razidlo E-mail: Steve.Razidlo@isd181.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brainerd ISD 181 Tel. 218-454-6900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ruth Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   6 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 4 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	24	59
1	23	30	53
2	31	25	56
3	17	23	40
4	19	31	50
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	125	133	258

5. Racial/ethnic composition of the school:

3 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
0 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	18
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1	258
(5) Total transferred students in row (3) divided by total students in row (4)	0.124
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 171

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 15 %
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
5 Emotional Disturbance	13 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	10 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	94%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Harrison Elementary School, with two sections of K-4, is the smallest of the six Brainerd elementary schools. This quaint neighborhood school is located on the southeast side of Brainerd near the historic Burlington Northern Railroad. Founded in 1893 and rebuilt in 1939, Harrison is the district's oldest operating school. In the deep tradition of valuing each learner the school's mission statement is: "We will teach and reach all students in all places using all of our resources." Over time, Brainerd has expanded into new residential developments and a large portion of our neighboring homes have become rental properties. Many of our students come from single parent families. A women's shelter resides within our neighborhood. These factors contribute to both a transient student population and students with greater academic and behavioral needs. Harrison's student body is comprised of 260 students with 66% of our students qualifying for Free/Reduced meals. This is the highest poverty rate of all the Brainerd Public Schools. Our families often have educational and financial challenges. Due to the high number of students who are both environmentally and economically at-risk, the staff works to create a school setting which is a safe, nurturing environment to ensure optimal social, emotional, and academic learning for all students.

The Harrison faculty consists of 19 certified teachers and 14 educational assistants. All possess a Highly Qualified status as required by the Minnesota Department of Education. The teaching experience of certified teachers ranges from 1to 34 years. A failed referendum in 2007 brought about many changes in the Brainerd School District. The closing of two elementary schools and the formation of new school attendance areas changed approximately 50% of Harrison's student population and 50% of the staff.

Since 2007 we have worked to create a school culture of shared leadership and effective communication which focuses on student learning. Our mission statement - We will teach and reach all students in all places using all of our resources. - embodies this focus. A modified master schedule was implemented to maximize instructional time and provide common planning opportunities for grade level teams. Student needs are frequently examined and resources are allocated, or reallocated, based on current challenges. Job embedded staff development is targeted to increase student achievement.

Each month students and staff focus on a character trait. Students exemplifying these traits are recognized by their classroom teacher at our monthly school assembly. The school mascot is a HAWK, an acronym for five expectations of teaching, learning and behaviors: Have respect, Act responsibly, Work together, Keep safe, Soar to success. Friendly Fridays is a social skills/team building program that is multi-aged. For fourteen weeks small groups meet for half an hour on Friday mornings. In these groups various social skills lessons are taught through stories and discussions. Lessons cover responsibility, bullying, and respect. Families and volunteers are invited to Harrison School for academic support or community involvement. Harrison encourages both parent and community volunteers for Junior Achievement, Junior Great Books, Books and Beyond, literacy and math support, Pacer Puppets, Junior Police, Agriculture in the Classroom, Fathers Read Every Day, Foster Grandparents. Harrison staff participate in monthly Professional Learning Communities. Each grade level team also meets weekly to plan standards based instruction and problem solve concerns. Staff analyzes student assessment data to differentiate instruction. Students needing interventions may have additional instruction through classroom, Title I, or Special Education services. Remediations may include: Reading Recovery, Leveled Literacy Intervention, System 44, Reading Mastery, high frequency words, and phonemic awareness interventions. Targeted Services (Care Groups), are scheduled before school, after school, and during the summer. Students needing additional math and literacy instruction are invited to attend Care Groups. Our teams have developed protocols and expectations for safety and behavior for creating a positive culture to maximize teaching and learning.

Harrison has achieved recognition of excellence over the years. During the 2008-2009 and 2009-2010 school years Harrison was honored by the Minnesota Center for Reading Research for significant progress in teaching students to read. In the 2012-2013 school year Harrison achieved "Reward School" status from the Minnesota Department of Education. Harrison staff, students, and families are proud to be nominated for the 2013 Blue Ribbon Award. This nomination is an affirmation of the work, effort, and achievement of Harrison staff, students, and families.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) The Minnesota Comprehensive Assessments (MCAs) are criterion-referenced tests that annually assess a student's and school's progress in the areas of reading and mathematics. Every spring all third and fourth grade students are given this test. These assessments help schools and districts measure student progress toward our state's academic standards. Student results are reported as measures of proficiency with students scoring in: exceeds standards, meets standards, partially meets standards, or does not meet standards. In 2012-13 Harrison's reading MCA scores showed a decline as a result of the state's adoption of both a new MCA assessment and rigorous standards. Even though Harrison experienced a decline in reading proficiency, we achieved above the state average as we did from 2009-10 through 2011-12. During this same time frame the gaps for the special education and Free/Reduced lunch populations were reduced. In the area of math, proficiency percentages were above the state average for the past five years. Additionally, Harrison achieved significant improvement in gap reduction with the sub groups each year since 2009.

Having identified the need for a predictive indicator of success on the MCA assessment the district originally chose the NWEA Measures of Academic Success (MAP) which is a nationally normed reference assessment. This assessment provided us good predictability feedback for student proficiency as well as being adaptive allowing for information at each student's instructional level. As we became better at disaggregating data we started looking for a more efficient tool that also allowed for progress monitoring and increased classroom instructional time. In 2012, we adopted the STAR Enterprise assessment for reading and math.

B) In reading, Harrison has maintained consistent performance for proficiency on MCA assessments from 2008-2013 by outperforming state averages. Subgroup scores for Free/Reduced under-perform total population scores in 3rd (4% average over 5 years) and 4th grades (5% average over five years). Subgroup scores for Special Education under-perform our total population scores in 3rd (8% average over 5 years) and 4th grades (26% average over 5 years). In 2012-13 the achievement gap was over 10% for third grade and fourth grade students in the Free/Reduced subgroup and fourth grade Special Education students. These results may reflect the change from a paper administered assessment to an online, technology-enhanced MCA III assessment. We planned and delivered daily literacy interventions to these students in an effort to reduce this gap.

Harrison's proficiency percentages have been above the state averages for the past five years on MCA math assessments. Subgroup scores for Free/Reduced under-perform total population scores in 3rd (3% average over 5 years) and 4th grades (6% average over 5 years). Subgroup scores for Special Education under-perform total population scores in 3rd (9% average over 5 years) and 4th grades (27% average over 5 years). In 2012-13 the achievement gap for 4th grade Special Education students was over 10%. In order to reduce this gap we implemented reteaching interventions for specific mathematical concepts.

Significant gains in proficiency can be attributed to increased understanding of data and improvement of student identification for interventions. Also, consistent assessment practices are being utilized. Professional Learning Communities enable teachers to work collaboratively to better understand student information and strategies. These meetings happen district-wide and include test taking strategies, implementation of interventions, and increased teacher understanding of testing processes and specifications. The use of An Observation Survey of Early Literacy Achievement and Benchmark Assessment System in K-2 has allowed for earlier identification of needs. All day every day Kindergarten is available for all students since 2008. Staff have increased understanding of state standards and have aligned our curriculum processes, including our recent work on standards based report cards and common assessments. The use of district level pacing guides and mapping of curriculum have been critical for our success. For the past nine years, the Literacy Collaborative and coaching model has provided teachers with a framework that guides instruction and provides resources at a student's individual level. Students who are identified for additional interventions will receive classroom support during the regular school day and supplemental Targeted Services programming. After school and extended year opportunities are available for our most at-risk students.

Technology resources, including IXL, FASTTMath and Accelerated Reader supplement these grade level interventions. Lastly, each elementary building is provided support through the Crow Wing County Family Collaborative Service Worker program.

Achievement losses may be partially attributed to community based factors such as unemployment rates that are higher than the state average. This has resulted in greater mobility rates of families, particularly those with with young children. Since Brainerd is the county seat where various social services are more readily available, there is an influx of families qualifying for Free/Reduced lunch and/or Special Education services. There is an increase in limited parental support due to families having to work more than one job. In addition to community factors, achievement losses may be attributed to the stresses on the overall school system, such as the failed levy in 2007, which resulted in the closing of two elementary schools and a complete restructure and reassignment of students and staff. In some cases, this resulted in decreased instructional time due to building logistics and budget constraints.

2. Using Assessment Results:

Various assessments are used in a cyclical fashion to examine our district programming, provide staff development, inform instructional practice and provide intervention. The following list includes specific assessments utilized:

An Observation Survey of Early Literacy Achievement (K, 1, 2),
Benchmark Assessment System (K, 1, 2),
STAR Enterprise (grades 1, 2, 3, 4),
Minnesota Comprehensive Assessments (grades 3, 4),
LEAD21 Benchmarking (grades 3, 4), and
Standards Based Common Assessments (K, 1, 2, 3, 4).

District data meetings are conducted three times per year allowing a team of district level administration, building administrators and literacy coaches to analyze current data, discuss staff development needs, and determine intervention needs of student learners. Building data meetings are then conducted to analyze current data, discuss needs of the learners through increasing quality of core instruction and the best approach to intervene. The system is monitored through an orchestrated systemic approach utilizing district grade level meetings, professional learning communities, literacy coaching and peer coaching.

For example, once a testing cycle is complete the district literacy director analyzes each elementary schools data in conjunction with their Fidelity of Implementation Tool, prior data meeting notes and goals. While analyzing fall 2012 data the team noticed a need to clarify the components of fluency across the district in both assessing and teaching practices. This finding was confirmed at each building data meeting. Throughout the remainder of the 2012-2013 school year, professional learning community time was devoted to reading and learning how to instruct and assess fluency. Consequently, teachers were more aware and often requested assistance during their coaching opportunities to brainstorm how to teach and intervene with students in need of more fluent behavior. By the spring of 2013 our district data revealed an increased understanding in how to instruct and assess behaviors associated with fluency.

Another district trend revealed in our mathematics data was the lack of proficiency in the numbers and operations standard. As teachers in each of the six elementary buildings were studying STAR data, they noticed a need to supplement the core curriculum and create interventions around numbers and operations. Supplementation was crucial to success of all learners.

The district has many systems in place to communicate with a variety of stakeholders. Teachers inform each parent/guardian of the results of our standards based common assessments, An Observation Survey of Early Literacy Achievement, Benchmark Assessment System and LEAD21 benchmarking through report cards delivered four times per school year. Classroom teachers are required to conduct at least one formal conference and are encouraged to conference when necessity by formal or informal data arises. Central office administration announce the results of MCA's through the community newspaper and the district

system accountability report. District administration are required to post the results of the data of An Observation Survey of Early Literacy Achievement and Benchmark Assessment System by completing and posting Minnesota Department of Education's Read Well By Third Grade Report data on the Brainerd Public School's website.

3. Sharing Lessons Learned:

Brainerd Public Schools support highly qualified staff through shared building and district initiatives. Probationary staff receive orientation, mentoring and on-going training. Our entire staff are provided time to meet regularly as grade level teams. Data retreats are conducted to analyze assessment results and identify students for interventions. We have a three tiered RtI process where staff plan interventions at the classroom, grade and building levels. Professional learning communities meet monthly to review data, address successful instructional strategies and analyze curriculum effectiveness. K-4 Literacy Coaches are assigned to each site to guide and coach all teachers in data-driven instructional decisions. Educational assistants are required to have a minimum of a two-year post-secondary education or the district provides state certification (Para elink). Assistants are also provided district and site level training throughout the school year in conjunction with the Special Education Co-op, Title I, and building level leadership offerings.

District grade-level meetings are scheduled three times annually to support curriculum, instructional practices, and student achievement. District level data retreats occur throughout the year to analyze trend results and identify successful instructional strategies and ensure alignment to state adopted standards. As part of a Special Education consortium, K-12 RtI successes are collaboratively shared across building levels. District Title I staff meet throughout the year to assess implementation and progress monitoring of student growth and gap closure. Frameworks of Poverty trainings are provided for staff to develop understanding for our low income families. The district selects several teachers for leadership and focused study in the areas of math, science, literacy, and gifted-talented. These individuals have leadership roles in regional and state affiliations. Best Practice strategies and programs are highlighted through extended year training opportunities. These courses align with site, district, and individual Quality Compensation (Q-Comp) professional development goals. District building leaders participate in several job-embedded leadership opportunities. The focus of these meetings is collaboration around district initiatives, a time for sharing progress toward long-range goals, and training opportunities.

Located away from a metropolitan area, Brainerd Schools has established a cohesive process of supporting and training staff. From all the previously mentioned initiatives, we also address our needs by securing nationally renowned presenters, providing best practice "train the trainer" models, and developing internal systems.

4. Engaging Families and Community:

Harrison is committed to family and community partnerships. Staff build relationships with families through weekly newsletters that include curriculum updates, upcoming classroom events, and suggestions for supporting students. In addition to informing parents about school events, monthly Harrison Highlights newsletters offer parenting information about the social, emotional, physical and intellectual growth of children. Families are invited to celebrate student successes at our monthly Honorary HAWKs Gatherings. At the beginning of the year, each family receives a student handbook communicating information about academics, procedures, and policies.

The Harrison Family Teacher Association (HFTA) works to support learning at our school. For the last four years, the HFTA has focused all fundraising efforts on technology and literacy resources. This past year HFTA sponsored a two-day event with children's author Jon Coy. Staff were provided professional development focused on improving literacy skills for all students. Jon Coy's evening training gave parents ideas for increasing their children's love of literacy. All families were provided new books for their children. The HFTA also sponsors many family activities including Open Houses, Back to School and End of Year Picnics, Ice Cream Socials, Family Fun Nights, Trimester Parties, and School Concerts. These events have fostered school to home partnerships and parent involvement.

Harrison has a strong and active volunteer community. Each year approximately 120 volunteers support events, academics, and activities for students and staff. Volunteers assist in classrooms by reinforcing reading and math skills, assisting with art and special classroom projects, and attending school field trips. For the last 27 years, Harrison families have organized an at-home reading project called “Books and Beyond.” This program is designed to encourage children to increase their recreational reading time at home and at the same time decrease their TV viewing time. We are also fortunate to have community-based volunteers provide literacy enrichment through the Junior Great Books program and Junior Achievement program. The JA volunteers introduce economic concepts to our students.

Costco, a local business, adopted Harrison to support school learning and community events. Costco donated backpacks and supplies for every student in the fall of the year. Our 2nd grade students are invited to tour Costco to learn about business operations. Additionally, a group of Costco employees spend time in classrooms listening to students read. This will be an ongoing partnership with Costco and Harrison Elementary.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Brainerd Public Schools uses a seamless, articulated K-12 curriculum process whereby each curricular area is examined on a cyclical basis for alignment with state and national standards. Representatives from all levels of the system design core curricula around critical learning standards, research, best practice and differentiation. In order to ensure a system-wide approach, teams of teachers have worked to develop common summative and formative assessments aligned with Minnesota academic standards. At district curriculum meetings teachers examine student achievement data and the implications to local curriculum. This system wide approach to curriculum development, delivery and assessment assures equity of instructional opportunity and learning for all students regardless of demographics.

Differentiated curricula for reading/English language arts were adopted after extensive study of both the Minnesota standards/Common Core State Standards and best practice literacy research. Kindergarten through grade four curricula provide daily reading and writing opportunities in phonemic awareness, phonics, comprehension, fluency and vocabulary in both literature and informational texts. A well-defined schedule of common formative and summative assessments, along with daily observations, provide teachers with the data they need to determine progress toward mastery for individuals and classrooms. A district literacy trainer/coordinator and a literacy coach provide professional development and support for classroom teachers in our continuous improvement model.

The mathematics curriculum focuses on the conceptual understanding of mathematical topics and the development of students' higher-order thinking skills. A strong emphasis is placed on hands-on activities, discovering multiple approaches to mathematical procedures and problem solving through a spiraling format. Multiple opportunities for reteaching and practice, along with strategic administration of formative and summative assessments, monitor progress and measure achievement of the Minnesota Academic Standards in Mathematics.

The science curriculum is research based and developed at The Lawrence Hall of Science, University of California, Berkeley. The science program is designed to meet the challenge of providing meaningful science education for all students and to prepare them for life in the 21st century. The district has been actively engaging students in the nature of science and engineering, physical science, life science and earth science through active participation in science experiences rooted in scientific inquiry.

After studying the Minnesota Academic Standards for Social Studies, the majority of the standards were embedded in the language arts curriculum. Additional materials were purchased to ensure teachers had the necessary resources for full implementation of the standards. Students learn to think critically about important issues, problem solve, engage in inquiry and communicate findings within the required strands of citizenship and government, economics, geography and history.

Media specialists and teachers work collaboratively to develop activities within the core curriculum using the National Education Technology Standards (NETS) for students. The focus is on digital citizenship, evaluating and selecting information sources, innovative thinking and guided inquiry. Technology experiences are offered throughout the day in labs and classrooms using a variety of devices.

The visual and performing arts curriculum relies on research from the National Arts Standards and the Minnesota Perpich Center for the Arts. A formalized visual arts curriculum was developed and is delivered in all grades. Key essential learnings include elements of art, principles of design, perspective, history and culture, critical thinking, creative expression and media. The National Standards for Music Education were used to choose a performing arts curriculum that provides activities so students will learn foundations as well as the artistic process of creating, performing, and responding.

The physical education and health curricula is based on the American Alliance for Health, Physical Education, Recreation and Dance. The core standards promote physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthy physical activity. The health curriculum develops knowledge of nutrition, safety practices and health promotion.

2. Reading/English:

In 1994 Brainerd Schools became a training site for Reading Recovery®, an intensive short term intervention for struggling first graders. Data generated from the implementation of Reading Recovery led to the recognition that substantial changes were needed to improve core literacy instruction for ALL students. Teachers and administrators spent a year researching best practice in literacy instruction. University affiliation engaged us with a national network bringing current research to teachers through a tiered coaching professional development model and allowed for common instructional language. In 2001, a K-5 literacy framework was piloted and subsequently implemented with assistance from a Comprehensive School Reform Grant. Professional Learning Communities and literacy coaching were established in 2003-04. This dynamic growth model informs and sustains literacy training in a continuous-improvement, capacity-building model. An Observation Survey of Early Literacy Achievement, text leveling, common assessments, NWEA, MCA, and STAR Enterprise provide data for problem solving teams to: Strengthen instruction for all learners through intensive inquiry based professional development. For example, a team of district administrators, school leaders and coaches analyzed data. A trend indicating a plateau in growth regarding long vowel patterns was apparent. This resulted in system-wide professional development around word study application to reading and writing.

Interventions are provided for over- and under-performing students through individualized and small group instruction. For example, based upon results from the letter identification task, kindergarten learners were identified to receive intensive instruction that was progress monitored with a progressive teaching protocol.

Instruction is based on the gradual release model - whole group, small group to independent application. Data informed decisions determine which strategic actions to teach during whole group mini-lessons in reading and writing workshop. Based upon running records of oral reading, a teacher observed readers decoding words but not reading fluently. A shared reading mini-lesson taught readers how to group words together in meaningful phrases.

Strategic actions are reinforced in small group guided reading and writing lessons. A guided reading lesson was designed to address dysfluent reading by adjusting text level and prompting for behaviors previously taught in the whole group mini-lesson.

Learners apply previously taught literacy behaviors independently. Phrasing strategies are encouraged in independent reading. The teacher confers with students to check for application.

Assessments facilitate a bridge between theory and instruction, based on Marie Clay's literacy processing theory. Teachers incorporate differentiated methods of instruction to teach complex strategic actions used by successful readers and writers.

3. Mathematics:

The mathematics curriculum at our school for the last 20 years has been the Everyday Mathematics series. This program provides conceptual understanding through activities and multiple approaches to mathematical problem solving through a spiraling format. The format allows students to practice concepts and skills throughout the year. Spiraling supports reteaching concepts a student may not have mastered. For students who have previously mastered concepts, this instructional method provides independent practice for higher level enrichment. A variety of teaching methods, questioning strategies and hands-on activities are used to teach skills at various levels. Students are asked to respond to questions orally, in written or picture form and with manipulatives. Students are flexibly grouped to meet their academic needs -- whole group, small group, and with one-to-one support.

Formative and summative assessments are administered frequently in order to measure mastery of the Minnesota Mathematics Standards and to monitor progress. In addition to classroom assessments, which are aligned to the standards-based report card, standardized tests are used to help determine the level of mastery towards grade level benchmarks. In the past, Northwest Evaluation Association (NWEA) tests were administered fall, winter and spring as the district benchmarking tool. Currently, the STAR Enterprise tests are used in that capacity. Students also take the Minnesota Comprehensive Assessments in Mathematics. Computer based assessments give teachers immediate feedback for instructional planning, evaluating curriculum and measuring student achievement.

Students at all levels are provided opportunities for success. Within the classroom, students share and compare solutions through oral presentations, the use of marker boards and various technological platforms. Multiple interventions are employed to meet the individual needs of students not achieving at grade-level standards. Specific software provides additional support for fact fluency. Special Education teachers, Title I teachers and paraprofessionals work to support student success. Students with special needs who need additional math instruction are also given time in resource rooms where special education teachers modify and supplement instruction. Everyday Math, Saxon and Equals are the most common supplemental materials used. Targeted services are also provided after school and during summer to pre-teach concepts and close academic achievement gaps.

4. Additional Curriculum Area:

Harrison provides and fosters opportunity, innovation and success in science education by fully implementing the Full Option Science System (FOSS). This program is dedicated to the improvement and learning of science and provides opportunities for students to increase their capacity to think critically. Scientific knowledge advances when students use observation skills, test ideas in logical ways and generate explanations that integrate new information into an established order. Students discover what is known (content) and how it became known (process). Students are given opportunity to learn important scientific concepts, to be innovative, to think critically and construct new ideas and thoughts through inquiries, investigations and analyses. Students are engaged in these processes as they explore the natural and the man-made worlds.

Students are accountable for standards that focus on four main strands of science: Nature of Science and Engineering, Life, Earth and Physical Science. For example, a Kindergarten standard includes learning how living things are diverse with many different observable characteristics. The Trees Module is used to foster this learning. Each classroom is given a real tree, allowing students to observe its many characteristics. The classroom tree is planted at the district school forest. Learning continues as they observe its growth in subsequent years. In grade four, students study how rocks and earth materials may vary in compositions. The Earth Materials Module provides investigations allowing students to observe physical characteristics of earth material. Students focus on examining and dissecting earth materials using scientific tools to understand the physical properties of earth materials. A common assessment is given at the end of each module.

The district supported professional development by providing a teacher on special assignment who mentored teachers and assured resource allocation as the program was implemented. Additional professional development opportunities were provided. These initiatives have provided students with a solid foundational and comprehensive science education, supported staff and have ensured that all staff were given the necessary resources to deliver a premier elementary science program.

This additional curricular area was chosen because of the illustration of the alignment of a research-based, hands-on, inquiry driven curriculum, high quality staff development and exceptional levels of student achievement. The Minnesota Comprehensive Assessments in Science are administered annually in grade five. The test is a culmination of grade three, four and five Minnesota Academic Standards for Science. On the 2013 MCA Science test, district grade five students scored 84.5% proficiency, consistently scoring above the Minnesota state average of 59.7%.

5. Instructional Methods:

In core curricula areas differentiation is embedded in each program. In reading/language arts the use of guided reading is core to the instructional model and is enhanced through leveled materials and technology. Hardware was provided for each classroom to enhance differentiated skill development, assessment, and inquiry. A data warehouse is provided to track individual student achievement and result of interventions.

Students who qualify for Title 1 are provided research based programs. Programs are aligned with district curriculum and state standards. Delivery of services is determined based on students needs and abilities. Interventions vary from small group to one-on-one instruction and occur in both classroom embedded and pull out formats.

Special education teachers collaborate with classroom teachers to provide the necessary accommodations and modifications to maintain placement of students with disabilities in the core instruction. In addition, special education teachers provide supplemental instruction and monitor individual progress to meet student needs. Assistive technologies such as smart pens, scanning apps, talk to text and interactive books continue to allow more struggling learners to grow in the core.

Brainerd Public Schools most capable learners encounter numerous opportunities for differentiation beginning at the elementary level. Embedded in each curricula area are differentiation options for classroom teachers to implement. In addition, the district assesses all kindergarten students with the CogAT 7 screening form, an abbreviated cognitive abilities test. Based on the data gathered from this assessment, student academic need is addressed with a 4 Tier model. Tier I is general differentiation that occurs day to day as a student interacts with a variety of curriculum. Tier II allows for students that show ability in a certain unit of study to encounter a specific modification that challenges them further. Tier III provides regular opportunities in small cluster groups and is focused on reading and math. Identified curriculum might include Junior Great Books and M3 Math. Tier IV is defined by our AGATE Academy, a school-within-a-school model for grades 1-4. Students that qualify for this level of programming encounter opportunities for subject acceleration and enrichment on a daily basis.

6. Professional Development:

Brainerd Schools staff development approach is dedicated to providing opportunity through which educators acquire or enhance the knowledge, skills, attitudes and beliefs necessary to create high levels of learning for all students. The district employs a multi-layered approach and job-embedded staff development opportunities. A district-wide committee establishes a district direction. Site-levels enhance the district base and address unique needs of their respective buildings and teachers to support best-practice school improvement.

District staff development supports teachers becoming students of the profession by continually renewing and learning for professional growth; it supports improved student learning and achievement. Summer training opportunities include training for all staff to support special education students, improving utilization of technology for instruction and assessment of student understanding, literacy instruction and data collection, curriculum alignment for all content areas and working with disadvantaged students. The staff development from these trainings transition into the individual school goals based on the diversity and challenges of their student demographics.

Special education leaders and teachers play vital roles in grade level and professional development meetings both at the building and district level. Special education professional development goals continue to focus on instructional strategies and approaches based upon each student's unique needs. There is more collaboration between general education and special education teachers than ever before; it is about building capacity in all learners. New and veteran special education teachers go through extensive learning prior to the start of each school year. Assessment, differentiation strategies, executive functioning and classroom impact are covered.

The job-embedded staff development process is supported by Minnesota's Quality Compensation network. This job-embedded staff development program is centered around: site goals for improved student achievement; focused peer learning communities where data is analyzed and best-practice instruction is researched; and individual peer coaching where individuals set personal growth goals and coaches observe lessons and collect instructional data.

Peer observation, and probationary teacher mentorship, has primarily focused on literacy at the K-2 level, while at grades three and four peer coaching is more general to best-practice instructional techniques and classroom management. In both cases however, observations and feedback are completed in the context of individual teacher goals. Teachers support one another toward improvement and achievement of individual and school-wide goals. Teachers use feedback from formal and informal peer observations, self-evaluations and student assessment data in choosing further professional development training.

7. School Leadership

The current principal has led Harrison staff since 2010 and worked to develop a model of shared leadership. The principal applies her experiences as a former literacy coach and teacher, coordinator of Title programs, and trainer using Dr. Ruby Payne's Understanding the Frameworks of Poverty. Applying these skills sets at the site and district level, she assists staff with best practice teaching, the response to intervention process, and understanding students and families from poverty. All staff members share the responsibility for learning, professional development, and establishing a safe learning environment. Students and parents are also part of this shared model through participation in monthly student council meetings and the Harrison Family Teacher Association.

Staff gather weekly as grade level teams or specialty areas to establish instructional plans and discuss student progress. Response to Intervention and Child Study teams meet to discuss needs and determine individualized interventions. The principal, administrative assistant, and Collaborative Service worker meet to address attendance issues and follow-up with home visits to support families and ensure regular attendance. Certified staff participate in monthly Professional Learning Communities (PLCs) focused on learning. In an attempt to improve student achievement, PLC meetings (typically led by content area leaders or our literacy coach) focus on data-driven decision-making and problem solving around student needs.

PLC meetings also provide time for professional development. Collaborative conversations about best practice instruction, curriculum implementation, and data analysis allow teachers to increase skill sets in differentiating instruction for all students. Staff are invited to share successful instructional practices with their colleagues at monthly staff meetings. Job embedded staff development opportunities are also provided for educational assistants. These sessions focus on developing a common language of instruction and the delivery of academic and behavioral interventions.

The Harrison Site Team works to improve school culture and provide a safe learning environment. Members oversee the school improvement process and work to provide memory making opportunities and to celebrate student successes. The Site Team most recently worked on establishing common behavior expectations and protocols for student behavior and modified the schedule to ensure curriculum fidelity was being achieved.

Our Harrison school team knows that communication is imperative to our shared leadership. We have worked diligently to develop a systemic school improvement process grounded in communication and shared leadership.This model allows us to align all efforts and thereby maximize student achievement levels.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment III

All Students Tested/Grade: 3

Edition/Publication Year: 2011

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	80	84	83		
% Exceeds	31	19	37		
Number of students tested	49	37	52		
Percent of total students tested	100	97	96		
Number of students tested with alternative assessment	0	1	2		
% of students tested with alternative assessment	0	3	4		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds	74	80	79		
% Exceeds	26	12	29		
Number of students tested	35	25	38		
2. Students receiving Special Education					
% Proficient plus % Exceeds	71	75	70		
% Exceeds	14	25	30		
Number of students tested	7	8	10		
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	79	83	84		
% Exceeds	29	20	38		
Number of students tested	48	35	50		
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 3

Edition/Publication Year: 2006

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds				84	88
% Exceeds				33	48
Number of students tested				55	40
Percent of total students tested				100	95
Number of students tested with alternative assessment				0	2
% of students tested with alternative assessment				0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds				81	85
% Exceeds				22	45
Number of students tested				36	20
2. Students receiving Special Education					
% Proficient plus % Exceeds				75	78
% Exceeds				8	22
Number of students tested				12	9
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds				88	89
% Exceeds				40	49
Number of students tested				43	37
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment III

All Students Tested/Grade: 4

Edition/Publication Year: 2011

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	88	81	76		
% Exceeds	33	23	37		
Number of students tested	40	48	49		
Percent of total students tested	98	96	100		
Number of students tested with alternative assessment	1	2	0		
% of students tested with alternative assessment	2	4	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds	84	79	63		
% Exceeds	12	18	19		
Number of students tested	25	34	32		
2. Students receiving Special Education					
% Proficient plus % Exceeds	70	44	50		
% Exceeds	20	11	0		
Number of students tested	10	9	10		
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	100	83	76		
% Exceeds	33	24	39		
Number of students tested	40	46	41		
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 4

Edition/Publication Year: 2006

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds				75	77
% Exceeds				27	15
Number of students tested				44	52
Percent of total students tested				98	96
Number of students tested with alternative assessment				1	2
% of students tested with alternative assessment				2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds				68	75
% Exceeds				21	17
Number of students tested				34	24
2. Students receiving Special Education					
% Proficient plus % Exceeds				46	50
% Exceeds				15	0
Number of students tested				13	8
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds				73	76
% Exceeds				30	16
Number of students tested				40	50
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment III

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	54				
% Exceeds	8				
Number of students tested	48				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds	44				
% Exceeds	3				
Number of students tested	34				
2. Students receiving Special Education					
% Proficient plus % Exceeds	50				
% Exceeds	0				
Number of students tested	6				
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	53				
% Exceeds	9				
Number of students tested	47				
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 3

Edition/Publication Year: 2008

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds		81	92	86	83
% Exceeds		57	69	51	64
Number of students tested		37	51	51	36
Percent of total students tested		97	94	93	88
Number of students tested with alternative assessment		1	3	4	5
% of students tested with alternative assessment		3	6	7	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds		72	92	85	84
% Exceeds		44	66	42	63
Number of students tested		25	38	33	19
2. Students receiving Special Education					
% Proficient plus % Exceeds		63	78	38	80
% Exceeds		25	44	0	20
Number of students tested		8	9	8	5
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds		80	92	88	85
% Exceeds		54	71	53	70
Number of students tested		35	49	40	33
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment III

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Exceeds	68				
% Exceeds	15				
Number of students tested	40				
Percent of total students tested	98				
Number of students tested with alternative assessment	1				
% of students tested with alternative assessment	2				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds	52				
% Exceeds	16				
Number of students tested	25				
2. Students receiving Special Education					
% Proficient plus % Exceeds	40				
% Exceeds	0				
Number of students tested	10				
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds	68				
% Exceeds	15				
Number of students tested	40				
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Minnesota Comprehensive Assessment II

All Students Tested/Grade: 4

Edition/Publication Year: 2008

Publisher: MN Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Exceeds		76	73	80	83
% Exceeds		40	27	48	44
Number of students tested		45	48	40	52
Percent of total students tested		94	96	89	96
Number of students tested with alternative assessment		3	2	5	2
% of students tested with alternative assessment		6	4	11	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Exceeds		75	65	77	83
% Exceeds		34	23	52	50
Number of students tested		32	31	31	24
2. Students receiving Special Education					
% Proficient plus % Exceeds		50	50	44	50
% Exceeds		38	0	22	25
Number of students tested		8	8	9	8
3. English Language Learner Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Proficient plus % Exceeds		76	73	86	82
% Exceeds		40	28	53	44
Number of students tested		45	40	36	50
10. Two or More Races identified Students					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: